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ABSTRACT

This bibliography contains annotated citations of primarily non-commercial instructional materials for adult literacy education in English as a Second Language (ESL). All are for learners at beginning to intermediate English language skill levels, and were selected for ease of use by volunteers, relevance to an urban area, overall applicability to ESL populations speaking a diversity of languages, and attractiveness and usefulness of design, layout, and packaging. The bibliography is divided into seven subject areas (language experience, reading, folk tales, coping skills, grammar, citizenship, and additional instructor resources). Each section provides an introduction, annotated entries, and brief suggestions for developing similar materials on one's own. Additional sections contain an ESL skill level chart, discussion of other state and national ESL resources, appendixes, and a title index. Appended materials include procedures for ordering and using materials from the Free Library of Philadelphia's Reader Development Program, addresses of publishers and distributors, branches of the Free Library of Philadelphia, a publications order form, and a materials recommendation form. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESL

• IDEA BOOK •

A BIBLIOGRAPHY OF INSTRUCTOR-DEVELOPED MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS

Martha A. Laine

THE FREE LIBRARY OF PHILADELPHIA

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ESL

• IDEA BOOK •

A BIBLIOGRAPHY OF
INSTRUCTOR-DEVELOPED MATERIALS
FOR TEACHING ENGLISH AS A
SECOND LANGUAGE TO ADULTS

• Martha A. Lane •

THE FREE LIBRARY OF PHILADELPHIA

Published October 1990

The Free Library of Philadelphia

For more information about English as a Second Language or Adult Basic Education materials contact:

Reader Development Program
The Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
(215) 686-5346

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Vickie Collins, Head of the Reader Development Program and project director, for her attention to detail and willingness to be involved in numerous planning conferences throughout the development of this project, and for her tireless enthusiasm.

Susan McDougall, project librarian, who mailed out questionnaires, made dozens of follow-up calls, tracked down all kinds of elusive documents, proofread the various drafts, and maintained her cheerful cooperativeness throughout.

Karen Batt, co-author of The Free Library's 1988 **ESL Curriculum Guide**, for her helpful information and counsel, particularly regarding ESL skill levels of materials.

Our very special thanks to the many people who completed the Library's questionnaire aimed at locating instructor-developed materials, who passed the questionnaire on to other colleagues, and who sent in their teaching materials. Thanks also to the many organizations who published the library's request for materials in their publications and on their electronic mail systems.

While the major funding for this project was provided by the U.S. Department of Education through the Library Services and Construction Act, funds to support the Reader Development Program are also received from The Free Library of Philadelphia, the Mayor's Commission on Literacy in Philadelphia, and the Pennsylvania Department of Education. Our thanks to all these funders—and to the individual taxpayers who make such local, state and federal funds possible.

INTRODUCTION

The Reader Development Program (RDP) of The Free Library of Philadelphia provides consumable instructional materials for adults in literacy and English as a Second Language (ESL) programs in Philadelphia. This is the third publication by RDP designed to meet the changing needs of the city's ESL population. In 1988, RDP published the **ESL Curriculum Guide**, which identified trends in ESL instruction and curricular needs of Philadelphia ESL programs. In 1989, RDP published its **ESL Bibliography**, which reviewed the offerings of commercial ESL publishers through October, 1988. Those ESL resources, like this one, were made possible by Library Services and Construction Act (LSCA) funds.

The emphasis of this bibliography is on non-commercial instructional literacy materials developed by ESL practitioners. Invitations to submit locally-developed ESL materials for consideration were sent to over 350 individuals, groups, and institutions, including:

- state ABE coordinators;
- state libraries;
- state and nationally funded educational clearinghouses;
- scores of local, state and national literacy programs;
- outstanding ESL tutors and teachers;
- college and university ESL and literacy programs; and
- numerous other sources that were suggested or discovered during the research and review process.

These groups and individuals were asked to share bibliographies, curriculum guides, lesson plans, activity ideas, locally published books and magazines or whatever else they had developed. More than 100 titles were thus received. Searches of The Educational Resources Information Center (ERIC) databases suggested another 678 titles, of which 35 were examined in their entirety.

All materials were reviewed according to the following criteria:

- beginning to low intermediate ESL skills level;
- ease of use by volunteers;
- relevance to an urban area;
- overall applicability to ESL populations speaking a

diversity of languages; and
- attractiveness and usefulness of design, layout and packaging.

The initial request for materials to be considered for inclusion in this bibliography was for ESL adult literacy instructional materials developed by ESL practitioners. We found that some of the promising non-commercial materials were developed through the team efforts of instructors and their ESL students. Accordingly, one entire section of the recommended materials, "Language Experience," features true stories of actual adult ESL students—stories that were first told or written by students, then edited with instructors' and other students' help. Another section, "Folk Tales," features students' retelling—in English—of their countries' folk tales.

A number of problems were encountered in attempting such a bibliography. It became obvious, for example, that "non-commercial" means different things to different people. For the purposes of this publication, "non-commercial" means material duplicated or printed for limited local use and/or by individuals. Usually such titles do not have an ISBN number (although they may have an ERIC reference number) and they may not have been formally field-tested. In contrast, commercially-developed ESL materials usually have been field-tested and professionally edited, printed in large quantities, aggressively sold by their publishers—and they do have ISBN numbers.

Original plans called for listing only non-commercial materials in this bibliography. However, it was later decided to include some commercial products that provide excellent models of particular types of materials or valuable reference information. Instructors or programs with access to desktop publishing hardware and software can profit from studying and imitating the layouts and styles of these professionally-prepared materials.

As with other RDP bibliographic projects, this list does not include materials requiring tapes or other non-print components. Other materials were rejected if they were in unmanageable formats. A number of titles were rejected because they contained too many typographical errors or were available only as difficult-to-read photocopies. A few excellent materials had to be excluded when it was determined that they are no for distribution outside of the state in which they were created.

It is anticipated that the variety and excellence of the materials chosen for this bibliography will inspire, challenge and encourage instructors

and students alike. The publication is called an "idea book" for that very reason—in hopes that everyone will gain new ideas with which to improve community ESL projects.

HOW TO USE THIS RESOURCE

This bibliography is divided into seven subject areas, each of which provides the following information:

- an introduction;
- annotated entries; and
- brief suggestions for developing such materials on one's own.

These seven sections can be used in any order, depending upon the instructors' and students' needs. Suppose, for example, that you want to have your students read personal experience stories written by other ESL students, as a springboard to either speaking or writing about their own experiences. You would turn to the section titled "Language Experience." Scan or carefully study the introductory paragraphs. Then read through the annotated entries to see which ones best suit your needs based on your current situation and familiarity with language experience techniques. If you live in Philadelphia, call 686-5346 to learn how to order materials. Others need to order directly from the publishers. Publishers' addresses are listed in an appendix.

All materials annotated in this publication are listed in The ESL Skill Level Chart on pages 22-23. The chart provides an overview of the materials by ESL skill level and subject category. Titles are listed in alphabetical order within each ESL subject category. All titles also are listed in the Title Index, which begins on page 38.

Users are cautioned that both readability levels (grade level of reading ability, based on the Gunning Fog Index) and the ESL skill levels are only approximations. There really are no accepted universal standards for measuring or defining ESL levels. The following general descriptions of ESL skill levels will be helpful as a guide to choosing materials for your students:

> Beginner Illiterate: cannot read or write in native language; not familiar with the Roman alphabet; may know only a few dozen spoken or written English words or phrases.
>
> Beginner: functionally literate in native language; may know some simple English sentences; is familiar with the Roman alphabet and Arabic numerals; can read some common English signs, words and phrases and low-level, controlled vocabulary texts.

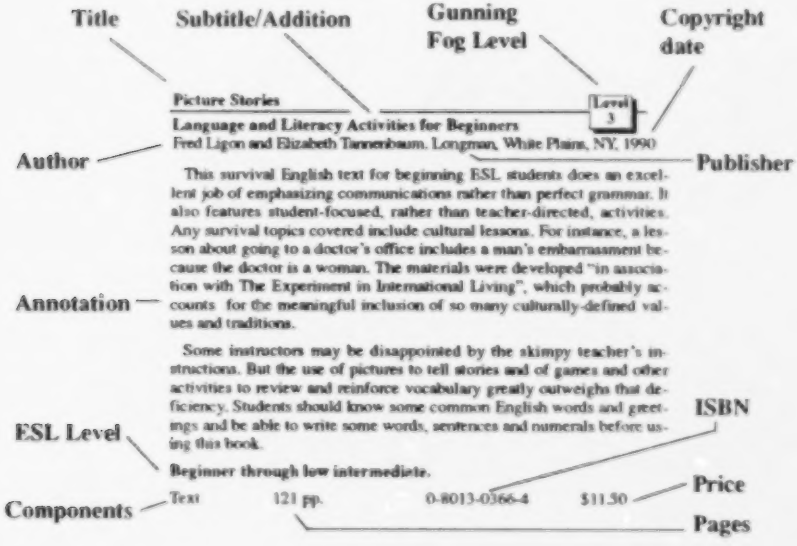
High Beginner: able to understand and initiate common English conversations and greetings; able to read simple English texts; has a beginning grasp of the English sound and grammar system; able to write short English paragraphs or notes unassisted.

Low Intermediate: has a good grasp of the English sound system and has basic English decoding skills; can read many English signs, billboards and posters, and some articles in the daily newspapers; able to do considerable writing in English, but needs to rely on a dictionary.

Intermediate: good English decoding and writing skills; able to carry on extended conversations in English, though grammar may be poor and misunderstandings may be quite common; able to read most English encountered in daily living experiences, although probably not with full comprehension.

"Instructor Resources" do not have a readability level. However, if they contain material for students, ESL skill levels will be suggested in the annotation.

Following is a sample entry, with the various fields labeled for your reference:


Title
Subtitle/Addition
Gunning Fog Level
Copyright date
Picture Stories
Level 3
Language and Literacy Activities for Beginners
Author
Fred Ligon and Elizabeth Tannenbaum. Longman, White Plains, NY, 1990
Publisher
This survival English text for beginning ESL students does an excellent job of emphasizing communications rather than perfect grammar. It also features student-focused, rather than teacher-directed, activities. Any survival topics covered include cultural lessons. For instance, a lesson about going to a doctor's office includes a man's embarrassment because the doctor is a woman. The materials were developed "in association with The Experiment in International Living", which probably accounts for the meaningful inclusion of so many culturally-defined values and traditions.
Annotation
Some instructors may be disappointed by the skimpy teacher's instructions. But the use of pictures to tell stories and of games and other activities to review and reinforce vocabulary greatly outweighs that deficiency. Students should know some common English words and greetings and be able to write some words, sentences and numerals before using this book.
ISBN
ESL Level
Beginner through low intermediate.
Price
Components
Text
121 pp.
0-8013-0366-4
$11.50
Pages

LANGUAGE EXPERIENCE

Language experience (also called the language experience approach, language experience stories or the language experience method) refers to a technique of combining students' vocabulary and life experiences with instructors' writing know-how to quickly provide meaningful, student-centered texts. Simply put, students talk (tell a story, describe a situation, dictate a letter, etc.) and the instructor writes down exactly what was said. The written product may then be used for further instruction, leisure reading or for other classroom or independent study purposes.

The instructor resources (IR) listed below contain excellent suggestions for using a language experience approach with ESL students. The other publications include personal-experience stories on a variety of levels and topics. Language experience stories are particularly powerful when richly illustrated, whether with art work or with photographs.

Language experience techniques can be used with equal effectiveness in one-to-one tutoring situations or in a class or small-group situation where everyone contributes to the writing of the story or letter or article. Most of the texts cited below are the work of individual students. Some stories, however, were based on class discussions that were recorded and transcribed. Then the speakers helped to edit the transcriptions.

Persons desiring additional information about using language experience techniques and materials with ESL students should refer to **Listening to Students' Voices: Educational Materials Written By and For LEP Adult Literacy Learners**, a digest published by the National Clearinghouse on Literacy Education (NCLE) for educators dealing wih persons having limited English proficiency (LEP). To obtain a free copy of this excellent two-page report, send a stamped, self-addressed envelope to: NCLE, 1118 22nd Street, NW, Washington, DC 20037.

English as a Second Language IR

Language Experience Approach: Instructional Guide and ESL Reader.
Harry Ringel and Jeanne H. Smith. The Nationalities Service Center, Philadelphia, PA, 1989.

The short first section of this guide explains the purpose and use of the language experience approach with ESL students. Many teaching suggestions, for both group and one-to-one application, are included. The second section contains 30 student-produced stories ("My Job in Cambodia," "The Earthquake in Mexico" etc.). Each story is accompanied by a vocabulary list, follow-up exercises and suggestions for helping the reader to tell his or her story ("Please tell about your job in your country.").

The story selections are short and interesting. The exercises are of varying difficulty. The few, simple illustrations add meaning but are perhaps too small. A more open layout (for example having only the story and the illustration on a page) would make the product more inviting and less overwhelming. In all, though, this is an excellent instructor resource.

Beginner through intermediate.

Text	111 pp.	No ISBN	Free

Personal Stories 1 Level 3

Kamla Devi Koch, Linda Mrowicki and Arlene Ruttenberg. Linmore Publishing, Inc., Palatine, IL, 1986.

Selections in this beginning reading book are grouped around three themes: family, home and weekday activities. The stories are three paragraphs long, each illustrated with photographs. Student writing activities include circling correct answers and copying letters, words and sentences. The book assumes minimal English speaking skills and recognition of the alphabet, numbers and a few words. The format provides a good model for developing and presenting language experience stories for beginning English users.

The stories use carefully controlled vocabulary and similar or parallel sentence construction. The content is somewhat mundane but the excellent comprehension activities throughout offset the plodding plots. The black and white photos provide key information about each paragraph. Most are of good to excellent quality.

Beginner.

Text	78 pp.	0-916591-02-6	$5.95
Teacher's Book	42 pp.	0-916591-03-4	$4.50

We're All in This TOGETHER! **Level 3-7**

Azi Ellowitch, Karen Batt and Martha A. Lane. LaSalle Adult Learning Project, Urban Studies and Community Services Center of LaSalle University, Philadelphia, PA, 1985.

This is a "multi-cultural learning unit for ABE and ESOL students." It contains 3 photo-language experience stories, plus other language experience stories and articles about life in the inner city. It also contains stories or articles about life in other countries or areas, from which the student authors had to flee.

Each story or article is followed by several pages of excellent learning activities that reinforce both comprehension and decoding skills. The exercises range from simple to rather difficult and often require complex reasoning skills. The five pages of suggestions to instructors should be read by anyone considering using language experience techniques in ESL teaching.

Beginner through intermediate.

Text	32 pp.	No ISBN	$2 S&H

The Writer's Voice: Growing Up **IR**

Students, tutors and friends of East End Literacy. East End Literacy Press, Toronto, Ontario, CANADA, 1985.

It's called a "book," but it's more like a magazine, with its full-page format and rich variety of articles, graphs, puzzles, recipes and artwork. **The Writer's Voice** is published four times a year by a student writing group, assisted by volunteers and staff who "provide technical assistance and...encourage open and informed discussion." This issue, one of the first, includes both typed and handwritten entries.

Any ESL class interested in developing its own student writings would get many ideas from **The Writer's Voice**. The material has been very well edited and is presented in attractive format and a style that is easy to read and use. The major articles in this issue contain language experience stories about growing up, child abuse, and learning to read.

Beginner through intermediate.

Text	41 pp.	No ISBN	$3.50

READING

The following small readers have a number of characteristics in common. They are all fiction, all action-packed and all feature characters who are or were ESL students. All also deal with culture shock or other cross-cultural issues.

All of these novelettes are easy to read because they use clear typefaces, many illustrations and short lines of text. Such characteristics can and should be emulated in any instructor-produced materials.

Some students, often for cultural reasons or because of past painful experiences, prefer not to write language experience stories. Having them write short fiction about other persons they have known, or about persons like themselves, can accomplish many of the same things that language experience stories do. The following selections provide good models for such assignments.

ANNOTATED ENTRIES

Leping: Brand New Baby — **Level 3-4**

Patricia Costello and Marc Lecard. Alemany Press, Hayward, CA, 1990.

Leping accompanied her husband to the U.S. so that he could work for his doctorate in engineering. The life of a student's spouse can be very lonely, she finds. She knows she'd be happier if she had a baby. She's already 32 years old. But her husband thinks they can't afford a baby while he's still in graduate school.

The characters and storyline are believable and interesting. The authors have chosen to write in the present tense throughout, which becomes a bit tiring after a while. The story includes cultural clashes and misunderstandings, adding to the value of the novelette as an ESL reader. Black

and white chapter illustrations are realistic and help to summarize the story.

High beginner through low intermediate.

Text	52 pp.	0-13-292673-3	$3.95

Sabrina: This is our Home — **Level 3**

Patricia Costello and Marc Lecard. Alemany Press, Hayward, CA, 1990.

Sabrina is from the Philippines. Her neighbors in the decrepit apartment building are from many countries. They have one thing in common—disgust about the disrepair of their building. Too often there is no heat, or the elevator doesn't work, or the hall lights are out. When they start to have tenant meetings, they learn all kinds of lessons about problem solving in the U.S.

The style and design of this book are the same as for **Leping**.

High beginner through low intermediate.

Text	51 pp.	0-13-292657-1	$3.95

Toi's Story — **Level 4**

Sue Leap and the Literacy Council of Alaska Staff. Literacy Council of Alaska, Fairbanks, AK, 1986.

When Toi and her husband Frank land at the San Francisco airport, Toi realizes what a huge change she will face in this new country, where she has no friends and doesn't understand either the customs or the language.

Another very easy-to-read story about a new arrival's first impressions of the U.S. There are numerous and excellent illustrations, plus large type and well-spaced text. Delightful!

Beginner.

Text	15 pp.	No ISBN	$2.25

FOLK TALES

"Although language may be the medium, culture is the message," says linguist Robert C. Lafayette. It is therefore important for ESL classes to incorporate such cultural teaching objectives as valuing different peoples and societies and recognizing such major aesthetic monuments of the culture as architecture, literature and the arts.

Folk tales are a very important form of every culture. They also are universally popular with the educated and uneducated alike, as the following materials will quickly illustrate. Each resource suggests numerous interesting ways to take full advantage of students' well-known folk tales.

Simplified American folk tales would be a useful addition to the ESL curriculum, as would resources that compare similar tales across cultures.

ANNOTATED ENTRIES

Hmong Folk Tales — Level 1-2

Level 1

Charles Johnson, Series Editor. Linguistics Department, Macalester College, St. Paul, MN, 1981.

Exercises and Activities for Hmong Folk Tales — IR

Ava-Dale Johnson, International Institute of Minnesota, St. Paul, MN, 1988.

These inexpensive, wonderfully illustrated, pocket-sized booklets retell famous Hmong stories. Each page has an illustration and just a few lines of type. Eleven titles are included in Level 1, from which four were chosen for their usefulness and universality. These booklets are exceptionally useful because they give newly literate Hmong persons something to

read which is familiar to them. They are also worth their weight in gold for the insights they can provide to ESL instructors about the Hmong culture.

The accompanying **Exercises and Activities for Hmong Folk Tales** book contains suggestions for oral and written review of the eleven tales. Permission is granted to reproduce each worksheet for classroom use. Each worksheet gives the page on which students may find answers to the questions and exercises. Many of the worksheets also reproduce illustrations from **Tales**.

Brief notes about each of the eleven stories, plus a page of additional ways in which to use **Tales**, makes this a very useful teacher's aid.

The Beginning of the World: How We Got Grain and Meat
The Beginning of the World: The Sun and Moon
The First Farmer: Why Farmers Have to Carry Their Crops
The Flood: How Hmong Names Began

Beginner.

Text	30 - 36 pp.	No ISBN	$0.30 each
Exercises Book	42 pp.	No ISBN	$6.00

Folk Tales: A New Approach to ESL **IR**

Virginia Briscoe, Khang Pham, Setthy Som, Jean Henry, Doris Zook and dozens of ESL students from four school districts. Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA, 1984.

This anthology of folk tales has three sections of stories: beginning, intermediate, and advanced levels. Tales from Cambodia, Laos, China, Poland, Vietnam, India, France, Turkey, Colombia, Ireland and a number of other countries are included. Each tale is followed by short, targeted exercises that teach conversation and comprehension skills, vocabulary and writing.

The illustrations are interesting but too few in number. An appendix includes Hispanic and Cambodian sayings, plus answer keys to the exercises. In spite of a plain typed, unexciting layout, this is a wonderful instructor's resource book because it contains so many levels of reading and exercises.

Beginner through advanced.

Text	195 pp.	No ISBN	On loan from AdvancE

COPING SKILLS

The resources listed in this section could go by many names: survival English, everyday language skills or life skills. All of the resources are concerned with helping ESL students cope in daily, emergency, work, social and other situations. They all are integrated texts, emphasizing the four basic communications skills: listening, speaking, reading and writing. They also exemplify several trends in ESL teaching:

- an emphasis on understanding and being understood rather than on whole sentence construction;
- a shift in control of the learning process from the instructor to the student;
- an increased emphasis on cooperative learning, in pairs, teams or classes;
- a major focus on building a bridge between classroom and real world English by incorporating all kinds of community assignments into ESL lessons.

The books in this section address these issues. We need more resources like these!

ANNOTATED ENTRIES

Get Ready! Go! Home Free! Level 4

ESL Field Trips

Kathleen Santopietro. Delta Systems Co. Inc., Dundee, IL, 1988.

This text contains nine units about places found in nearly any urban neighborhood, such as a supermarket, a post office and a drugstore. For each unit, there is emphasis on conversation, working in pairs, listening, working with short texts, Total Physical Response activities (instructors give commands in English; students say nothing but act out the commands), practice interviews, a field trip to the place being studied, then

follow-up writing chores (i.e. writing a thank-you note to a store manager).

The excellent, in-depth exercises require cooperation among students. They also require students to explore their neighborhoods in realistic, nonthreatening ways. The text assumes some familiarity with the Roman alphabet, plus some spoken English skills.

Beginner through intermediate.

Student's Book	190 pp.	0-937354-33-3	$11.95

I Want to Speak English **Level 0-2**

Revised

Ava-Dale Johnson and Jean Hanshin. International Institute of Minnesota, St. Paul, MN, 1990.

This book is designed for new arrivals, particularly persons with little or no previous literacy skills. The first of the three sections focuses on listening and speaking skills. The 37 pages of excellent drawings illustrate individual objects, feelings and actions, as well as composite scenes.

The second section is an introduction to reading and writing. Lastly, a reference section lists signs, classroom directions and common vocabulary words. A numbers chart and an alphabet chart are also included. The book was first published in 1982.

I Want to Speak English is meant as a framework for lessons, but it is also an excellent first book for newcomers. All the vocabulary and tasks are practical. Students with no previous schooling will need more writing practice than is found in the book. While the illustrations feature Asian-featured persons, they should appeal to any students because of their excellent quality. The book was designed by professional ESL teachers and it shows — beautifully!

Beginner illiterate through beginner.

Text	84 pp.	No ISBN	$6.00

Picture Stories **Level 3**

Language and Literacy Activities for Beginners

Fred Ligon and Elizabeth Tannenbaum. Longman, White Plains, NY, 1990.

This survival English text for beginning ESL students does an excellent job of emphasizing communications rather than perfect grammar. It also features student-focused, rather than teacher-directed, activities. Any

survival topics covered include cultural lessons. For instance, a lesson about going to a doctor's office includes a man's embarrassment because the doctor is a woman. The materials were developed "in association with The Experiment in International Living," which probably accounts for the meaningful inclusion of so many culturally-defined values and traditions.

Some instructors may be disappointed by the skimpy teachers' instructions. But the use of pictures to tell stories and of games and other activities to review and reinforce vocabulary greatly outweighs that deficiency. Students should know some common English words and greetings and be able to write some words, sentences and numerals before using this book.

Beginner through low intermediate.

Text	121 pp.	0-8013-0366-4	$11.50

Starting to Read — Level 3

Linda Mrowicki. Linmore Publishing, Inc., Palatine, IL, 1988.

This is a very practical basic text for beginning ESL students. It gives more than the usual practice in reading and writing personal information. Good quality photographs illustrate the eight lessons (About Me, My Family, etc.). The type face is especially appropriate for new readers. Each unit begins with two kinds of exercises ("Read and Do with Your Class" and "Read and Do by Yourself") that serve as a pre-test. There is also a brief written post-test for each unit.

The authors involved ESL students in the preparation and field-testing of the book — undoubtedly one reason for its good quality. Charts of the alphabet and the numerals would have been a helpful addition.

Beginner.

Student Book	84 pp.	0-916591-11-5	$5.50
Teachers Edition	30 pp.	0-916591-12-3	$4.50

Using English 1 — Level 3-5

Ellen Vaut. International Institute of Minnesota, St. Paul, MN, 1987.

Each of the 16 units contains the following sections: Warm Up (students look at a picture and guess the dialogue); Listen (students listen to the dialogue, then answer comprehension questions); Practice with a Partner

(students say and trade parts of the dialogue); Using Your English (activities to use with persons outside of class—the bridge to real life situations); Read and Understand (text and questions); Talk about a Problem (students share problems they've encountered); and Check Your English (a checklist of competencies, to help students and instructors measure progress). Correlated grammar exercises are located in the appendix.

The units are based on the Minnesota Department of Education's Employment Competency Checklist, but are applicable to any area. The activities are short and practical. The activities to be carried out in the community (i.e. go to a restaurant and order only in English) are specific. The main drawback to the text is that it is teacher-directed, rather than student-centered.

Beginner through low intermediate.

Text	150 pp.	No ISBN	$10.00

GRAMMAR

Grammar, many persons seem to feel, is one of those "necessary evils." While many titles we reviewed included grammatical elements, few contained new or exciting ideas for teaching them. The resources included below are happy exceptions. **GrammarGuide** and **Pronouns** both are examples of materials designed for ESL students to use as resources and in independent study. The **Handbook for Volunteer ESL Literacy Teachers**, annotated in the Additional Instructor Resources section, contains many fine examples of developing simple but solid grammar exercises. Also refer to **Inside English**, a title already included in the **Reader Development Bibliography**, for some truly excellent exercises. **Inside English** is particularly valuable as a tutor-training resource.

ANNOTATED ENTRIES

GrammarGuide: English Grammar in Context **IR**

Janet M. Bing. Prentice Hall Regents, Old Tappan, NJ, 1989.

GrammarGuide is intended to be used by beginning and intermediate ESL students as a reference for out-of-class, independent study. It is recommended here, as an instructor resource, because it is laden with simplified, easy-to-teach explanations of English grammar rules. It is also an excellent reference book for curriculum developers in search of universal examples and alternate ways of explaining English language structures.

Charts, tables and line drawings are used very effectively to explain difficult concepts. For example, the difference between verb tenses be-

comes clear through the use of a simple time line. Comparative sizes and prepositions of place and direction are explained by simple but clear graphics. The present, past, and past participle forms of common irregular verbs are charted on the inside covers for quick reference.

High beginner through intermediate.

Text	318 pp.	0-13-362310-6	$14.00

Pronouns: The "Who" Words of English IR

Rosanne Keller. Literacy Council of Alaska, Fairbanks, AK, 1978.

This heavily illustrated, hand-lettered booklet explains in several ways the meanings of "who," "whom" and "whose" as well as the subject, object and indirect object pronouns.This is an excellent example of how to explain grammar to beginner illiterate and beginner ESL students. The text of the book consists solely of individual words (i.e., me) and short phrases (i.e., my ball). The clear, often humorous illustrations explain the meaning of the various pronouns better than most written explanations ever do.

Illiterate beginner through beginner.

Text	32 pp.	No ISBN	$2.00

CITIZENSHIP

The U.S. Immigration Reform and Control Act of 1986, which paved the way for the Amnesty program, also prompted the publishing and republishing of many citizenship-related materials. Too often, however, these tended to be school texts rewritten for adult ESL audiences. As a result, many programs were forced to write their own materials.

The first resource described below is an outstanding example of citizenship-related material developed by instructors. While there is certainly nothing fancy about its layout, the content is first-rate. This should prove a good model for any subject-specific materials you may need to develop.

Here to Stay in the USA shows how much more powerful good content can be when sharp photographs and clear graphs and drawings are carefully chosen and reproduced. It also contains excellent examples of "learning by doing" activities.

The U.S. Government has a series of required citizenship texts, but they are too difficult for beginning ESL students. They definitely should be used as a basis for any citizenship materials developed, however, because they are "used in the testing requirement under section 312 for naturalization purposes." The texts come in two levels: I (6th grade level) and II (10th grade level). Copies can be obtained from the U.S. Government Bookstore, 100 N. 17th Street, Philadelphia, PA 19103 or from the Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

The series includes:

U.S. Government Structure - Level I	$3.25
U.S. Government Structure - Level II	$3.00
U.S. History - Level I	$6.50
U.S. History - Level II	$5.50

The Center for Applied Linguistics has rewritten the federal texts into

three interactive, intermediate texts. This was done under contract to the Immigration and Naturalization Service and these easier to read texts are also available from U.S. Government Bookstores or the Superintendent of Documents.

This series includes:

Of the People...	027-002-00381-1	$13.00
By the People...	027-002-00380-2	$10.00
For the People...	027-002-00374-9	$ 5.50

ANNOTATED ENTRIES

A Guide to Teaching ESL in Amnesty Preparation Classes: Overview **IR**

Fiona Armstrong, Mary Alice O'Connor, Jane MacKillop et al. New York State Education Department, NY, NY, 1989.

The **Guide** provides curriculum outlines and resource packets on nearly a dozen subjects. The curriculum outlines include objectives adapted from the Immigration & Naturalization Service (INS) materials, California's CASAS IRCA Project and the New York State Education Department IRCA Curriculum. (CASAS stands for Comprehensive Adult Student Assessment System, while IRCA means Immigration Reform and Control Act.) A bibliography of civics and history texts includes sample pages of the various resources.

A brief, well written guide, this gives an excellent overview of types of lessons needed for beginning ESL students working towards citizenship. Emphasis is on civics and history content, not on the development of literacy or ESL skills. For example, the Columbus Day Resource Packet contains objectives (i.e. "Name the person who 'discovered' America and when."), a brief teacher's guide, good illustrations that tell the story of Columbus' travels, plus many ready-to-use worksheets and learning activities. Materials are labeled by levels of students—a real time-saver for the multi-level classroom instructor.

The packets are ready-to-go and easy-to-use, an instructor's dream. The carefully developed activities include mind-mapping, cloze exercises, cooperative learning tasks, word searches, quiz sheets and more. Copies are free upon written request to the New York State Department of Education's Bureau of Continuing Education Program Development.

Beginner through Intermediate.

Text	42 pp.	No ISBN	Free

The resource packets included in the series are:

Columbus Day	34 pp.
Coming to the USA	34 pp.
Constitution & Government	62 pp.
Election Day	45 pp.
Labor Day	16 pp.
Martin Luther King, Jr. Day	20 pp.
Presidents Day	25 pp.
Thanksgiving Day	52 pp.
Veterans Day	34 pp.

Here to Stay in the USA **Level 3**

Timothy Maciel, John Duffy, and Edna Diolata-MacArthur. Alemany Press, Hayward, CA, 1990.

This low-level, well-illustrated text is a competency-based ESL and citizenship text. It contains many small-group and team activities that teach coping skills and encourage students to express original thoughts in English. Each of the 11 units is introduced with four excellent photographs that preview unit vocabulary and content. Clear line drawings of situations, people and maps are found on every other page of the book. Several activities are based on Total Physical Response and language experience techniques. The "teacher's manual" is a four-page, loose insert. Its precise yet ample instructions are easy to use. The entire book provides an excellent model for developing other ESL curricula. And it's fun to use!

High beginner.

Text	133 pp.	0-880884-359-4	$5.35

ADDITIONAL INSTRUCTOR RESOURCES

Although the following titles have no subject matter in common, they all are good examples of instructor-developed materials. They range from ones published by large organizations **(Culturgrams)** to ones jotted down by thoughtful, skilled volunteer tutors **(An ESOL Notebook)**. The last title **(Using Proverbs and Sayings in the ESL/EFL Classroom)** exemplifies the many good resources available through ERIC and other educational clearinghouses—resources that too often are neglected by nonprofit, community-based ESL programs—resources that often are as close as the library. (See the chapter titled "Other State and National ESL Resources" for more information about ERIC.)

It is hoped that this section will encourage you to consider your areas of special skill and knowledge, then take the time to put them into a sharable form, so that other instructors may learn from your experiences. We would all be the richer for such joint inquiry.

ANNOTATED ENTRIES

Culturgrams: The Nations Around Us **IR**

V. Lynn Tyler, General Editor. David M. Kennedy Center for International Studies, Brigham Young University, Provo, UT, distributed by Literacy Volunteers of America, Inc., 1988.

"Culturgrams" are synopses of such key national characteristics as customs, values, traditions, lifestyles, history, geography and a number of others. The materials are developed in collaboration with country experts and are updated every few years. Volume I covers North and South America and Western and Eastern Europe. Volume II describes the Middle East, Africa, Asia and the Pacific areas.

Every ESL program should have a set with which to provide orientation information to new tutors, for example. The materials are well organized into useful sections, including one on where to get additional information. Each Culturgram is labeled as to its last revision date.

Volume I	212 pp	0-912048-60-3	$15.00
Volume II	182 pp.	0-912048-58-1	$15.00

An ESOL Notebook **IR**

Sue Miller. Project: LEARN, Cleveland, OH, 1987.

The "notebook" actually is a compilation of columns written in the literacy program's newsletter. Subjects for which tutoring tips are provided include: dialog, vocabulary, structure (grammar), pronunciation and feelings.

This is a delightful tutor's aid that should be pulled out and read by instructors every six months or so. It should also be kept handy for teaching emergencies—when a new activity suddenly is needed, for example. The suggestions are sound and based on actual experiences of program students and tutors. The notebook is particularly well suited to tutors using Laubach Skill Books.

Text	50 pp.	No ISBN	$2.00

Handbook for Volunteer ESL Literacy Teachers **IR**

Kathy Kuy and Bob Thomas. International Institute of Boston, Boston, MA, 1985.

Persons new to ESL tutoring and persons wishing ideas for constructing practical, yet simple, reading and writing exercises will find this handbook very helpful. After giving an overview of major types of literacy methods and techniques, the handbook presents teaching ideas and lesson plans for 3 different levels of ESL students. Sections on teaching multi-level classes and on teacher self-evaluation are particularly helpful.

Beginner through low intermediate.

Text	123 pp.	No ISBN	$10.00

Using Proverbs and Sayings in the ESL/EFL Classroom IR

Mark Richard Putnam. ERIC Reproduction Services, Alexandria, VA, 1988.

The author provides background information about the use of sayings and proverbs to teach culture, oral communication, pronunciation and reading. A list of common proverbs, samples of ads and articles using proverbs and a reference list are also included.

Even though written as a Master's thesis, this is a very readable study of an area of cultural understanding too often neglected. While the examples given are aimed at students of intermediate or higher levels of English proficiency, they could be adapted for beginning ESL students. This is also a good study for instructors interested in self-development.

Text	92 pp.	ED 299 827	$10.76

ESL SKILL LEVEL CHART

	Beginner Illiterate	Beginner	High Beginner	Low Intermediate	Intermediate	Instructor Resource
LANGUAGE EXPERIENCE						
English as a Second Language Language Experience Approach						
Personal Stories 1						
We're All in This TOGETHER!						
The Writer's Voice						
READING						
Leping						
Sabrina						
Toi's Story						
FOLK TALES						
Exercises and Activities for Hmong Folk Tales						
Folk Tales: a New Approach to ESL						
Hmong Folk Tales Level 1						
COPING SKILLS						
Get Ready! Go! Home Free!						

ESL SKILL LEVEL CHART

	Beginner Illiterate	Beginner	High Beginner	Low Intermediate	Intermediate	Instructor Resource
I Want to Speak English						
Picture Stories						
Starting to Read						
Using English 1						
GRAMMAR						
GrammarGuide						
Pronouns: the "Who" Words of English						
CITIZENSHIP						
A Guide to Teaching ESL in Amnesty Preparation Classes						
Here to Stay in the USA						
ADDITIONAL INSTRUCTOR RESOURCES						
Culturgrams: The Nations Around Us						
An ESOL Notebook Level 1						
Handbook for Volunteer ESL Literacy Teachers						
Using Proverbs and Sayings in the ESL/EFL Classroom						

OTHER STATE AND NATIONAL RESOURCES

In the course of preparing this bibliography, a number of helpful state and national ESL information and resource centers were contacted. They provide free or inexpensive services and information to any ESL program or instructor. A brief description of such programs follows.

AdvancE is Pennsylvania's adult education clearinghouse. It provides information to administrators, teachers, counselors and volunteers about a variety of instructional materials. All services of AdvancE are free to Pennsylvania teachers and tutors.

AdvancE staff will search ERIC (see below) and other online computer databases for various types of instructional information. Items from a 2,000-volume library collection of materials for teacher preparation and classroom use may be borrowed for one month from AdvancE. Reports and products from Pennsylvania's 310 and 353 grants also are available from AdvancE.

While AdvancE services are provided mostly by mail and telephone, it is possible to visit the center to examine materials and to discuss instruction-related questions. For more information, call the AdvancE toll-free number (800) 992-2283 or write:

AdvancE
PDE Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333.

Other state departments of education and state literacy offices may have similar resource libraries or resource centers.

ERIC (The Educational Resources Information Center) is an information network sponsored by the U.S. Department of Education. ERIC is the world's largest computerized database on education. Some 300,000 documents are kept on microfiche or on computer. Over 700 educational journals are indexed by ERIC. Users can access ERIC at many universities, colleges and public libraries, including the Free Library's Central Library.

There are more than a dozen adjunct ERIC databases, one of the most recent being the **National Clearinghouse on Literacy Education (NCLE)**, operated by the Center for Applied Linguistics. All ERIC databases specialize in referencing and disseminating "quality non-commercial, unpublished, or out-of-print materials that would otherwise be difficult for the practitioner or researcher to obtain." Each ERIC database has its particular area of concentration. NCLE, for example, concentrates on documents related to literacy education for Limited English Proficient (LEP) adults and out-of-school youth. A special NCLE focus is "the training of trainers of volunteer tutors and others who provide literacy services."

The ERIC databases seek items such as program descriptions, evaluations, curriculae and papers presented at conferences. A number of digests, bulletins and "Minibibs" are available free of charge. Most other documents are available for purchase in microfiche or paper copy format, as well as by online and CD-ROM computer access.

For a list of free materials or more information about NCLE, contact:

National Clearinghouse on Literacy Education (NCLE)
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
Telephone: (202) 429-9292
FAX: (202) 659-5641

To order any ERIC document that has an ERIC identification number (for example, ED 299 827), contact:

ERIC Document Reproduction Service (EDRS)
3900 Wheeler Avenue
Alexandria, VA 22304-6409
Telephone: (800) 227-3742

Another national information source is the **U.S. Department of Education's Clearinghouse on Adult Education**, which produces a number of publications, including the Bibliography of the **Clearinghouse on**

Adult Education Resources, which provides a list of free materials. ESL topics often are included. Contact:

Clearinghouse on Adult Education
Room 522, Reporters Building
400 Maryland Avenue, SW
Washington, DC 20202-5515
Telephone: (202) 732-2396

The **U.S. Department of Education's Division of Adult Education and Literacy** also puts out ESL NOTES, a monthly newsletter of interest to ESL practitioners. It seeks and shares information about "instructional techniques and methodologies, proven practices, research, or other activities related to the education and training" of limited English proficient adults. Contact:

Joyce Campbell
U.S. Department of Education
Division of Adult Education & Literacy
Room 4428, MES Building
400 Maryland Avenue, SW
Washington, DC 20202-7240

ESL information also can be obtained through a number of national educational organizations. In addition to meetings on pertinent subjects, most such organizations also publish books, journals and newsletters or have ESL-related special interest groups. For example:

American Association for Adult and Continuing Education (AAACE)
1112 16th St. NW, Suite 420
Washington, DC 20036
Telephone: (202) 463-6333

International Reading Association (IRA)
800 Barksdale Road
PO Box 8139
Newark, DE 19714-8139
Telephone: (302) 731-1600

Laubach Literacy Action
P. O. Box 131
Syracuse, NY 13210
Telephone: (315) 422-9121

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
Telephone: (315) 445-8000

Teachers of English to Speakers of Other Languages
(TESOL)
1600 Cameron Street, Suite 300
Alexandria, VA 22314
Telephone: (703) 836-0774

Each of these national organizations has state and local chapters, the names of which should be available from the state department of education or from the state literacy organization. For example:

The Pennsylvania Association for Adult Continuing
Education (PAACE)
P. O. Box 3796
Harrisburg, PA 17105

Due to the continuing national interest in literacy and ESL concerns, new resources and organizations are emerging constantly. Other possible sources of ESL information include: local and state libraries, mayor's and governor's literacy commissions and coalitions, and institutions of higher education.

ORDERING PROCEDURE FOR RDP MATERIALS

From Outside of Philadelphia:

Individuals and organizations outside of Philadelphia should order all materials directly from publishers or book distributors. Refer to the list of publishers and distributors on pages 31-33.

Within Philadelphia:

Philadelphia residents or others working with a Philadelphia organization are eligible to order free materials from the Reader Development Program (RDP) of The Free Library of Philadelphia. The program is funded for this purpose by the City of Philadelphia, the Mayor's Commission on Literacy, the Pennsylvania Department of Education and other funding sources.

Individuals and organizations that are eligible may receive RDP materials on a consumable basis. In other words, these free materials do not have to be returned to RDP. Some of these items are workbooks which students may write in for study purposes.

Eligible RDP users may request materials in three ways:

1. Three book titles may be ordered by telephone (686-5346), Monday through Friday, 9 to 5.

2. Book titles may be ordered by mail using an order form which must be requested from the RDP Office.

3. Books may be ordered by scheduling an appointment in person to examine the RDP Demonstration Collection. This allows the person to see the actual book and secure up-to-date information regarding out-of-stock and in-stock titles.

Statistical infomation regarding the student or students using the materials is required when the books are requested.

Orders are filled if requested titles are available. If titles are out-of-stock, they must be reordered at a later date. No back order files are maintained by RDP.

Materials which are ordered by eligible users may be picked up at most

of the 50+ neighborhood branches of The Free Library of Philadelphia; see pages 34-35 for a list of branch locations. Also, on request, materials may be picked up at the Reader Development Program, Office of Work with Adults and Young Adults, at the Central Library (Ground Level, Room 2), Logan Square, 19th and Vine Streets, Philadelphia. This process takes approximately 2-4 work days depending on the RDP workload.

New acquisitions of ABE, ESL and GED materials are added at regular intervals. All RDP users are encouraged to review the RDP collection annually. However, because of limited space, all visits must be arranged in advance by calling 686-5346.

ADDRESSES OF PUBLISHERS AND DISTRIBUTORS

Addison-Wesley
World Language Division
Jacob Way
Reading, MA 01867
(800) 447-2226; (617) 944-3700
FAX (617) 942-1187

AdvancE
PDE Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
(800) 992-2283

Alemany Press
(See Prentice Hall Regents)

Delta Systems Co., Inc.
570 Rock Road Drive, Unit H
Dundee, IL 60118
(800) 323-8270; (708) 551-9595;
FAX (708) 551-9435

Dominie Press Limited
1361 Huntingwood Drive, Unit 7
Agincourt, Ontario M1S 3J1
CANADA
(416) 291-5857; FAX (416) 291-1556

East End Literacy
265 Gerrard Street East
Toronto, Ontario M5A 2G3
CANADA
(416) 968-6869
(see Dominie Press)

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-6409
(800) 227-3742

International Institute of Boston
287 Commonwealth Avenue
Boston, MA 02115
(617) 536-1081

International Institute of Minnesota
Education Department
1694 Como Avenue
St. Paul, MN 55108
(612) 647-0191

LaSalle Urban Center: Adult Learning Project
20th Street and Olney Avenue
Philadelphia, PA 19141
(215) 951-1187

Linmore Publishing
Box 1545
Palatine, IL 60078
(815) 223-7499

Literacy Council of Alaska
823 Third Avenue
Fairbanks, AK 99701
(907) 456-6212

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000; FAX (315) 445-8006

Longman
(See Addison Wesley)

Macalester College
Linguistics Department
1600 Grand Avenue
St. Paul, MN 55105

Nationalities Service Center
1300 Spruce Sreet
Philadelphia, PA 19107
(215) 893-8400

New York State Education Department
Bureau of Continuing Education Program Development
5D-28 Cultural Education Center Building
Albany, NY 12230
Attn: Pat Moony-Gonzalez

Prentice Hall Regents
200 Old Tappan Road
Old Tappan, NJ 07675
(800) 223-1360 (East of the Mississippi)
(800) 225-7162 (West of the Mississippi)
(201) 767-5937; FAX (800) 445-6991

Project: LEARN
1701 Payne Avenue
Cleveland, OH 44115
(216) 621-9483

BRANCHES OF THE FREE LIBRARY OF PHILADELPHIA

Pick up locations for Reader Development Program materials from The Free Library of Philadelphia, for **Philadelphia residents only**.

CENTRAL LIBRARY AND CENTER CITY BRANCHES

Central Library — Logan Square, 19th and Vine Streets.
Office of Work with Adults and Young Adults,
Reader Development Program 686-5346
Mercantile** — 1021 Chestnut Street.....592-6196
Philadelphia City Institute — 19th and Locust Sts.....735-9137
Library for the Blind and Physically Handicapped
919 Walnut Street.....925-3213

NORTH CENTRAL

Cecil B. Moore — 2320 W. Cecil B. Moore Ave. 978-2766
Fishtown — Montgomery Ave. & Flora Streets.....685-9990
Kensington — Hope & Dauphin Streets.....685-9996
Lehigh — 6th St. & Lehigh Ave.....685-9794
McPherson Square — Indiana Ave. & "F" Street 685-9995
Nicetown-Tioga — 3720 North Broad Street.....685-9790
Ramonita G. DeRodriguez — 6th St. & Girard Ave. 592-6211
Richmond — Indiana Ave. & Almond St 685-9992
Widener — 2531 West Lehigh Ave. 685-9798

NORTHEAST

Bushrod — Castor Ave. & Stirling Street.....533-3513
Bustleton — Verree Rd. & Bustleton Ave. 673-8137
Fox Chase — Rhawn & Jeanes Streets.....685-0547
Frankford — Frankford Ave. & Overington Street 685-1473
Holmesburg — Frankford Ave. & Hartel Rd.....335-8756
Katherine Drexel — Knights & Fairdale Roads.....685-9383
Lawncrest — 6098 Rising Sun Ave.....686-0549
Tacony — Torresdale Ave. & Knorr Street.....335-8755
Torresdale — 3079 Holme Ave. 677-0404
Welsh Road — Welsh Rd. & Roosevelt Blvd.....676-6333
Wyoming — Wyoming Ave. & "B" Street.....329-7976

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NORTHWEST

Andorra — Henry Ave. & Cathedral Rd. 685-2552
Chestnut Hill — 8711 Germantown Ave.....685-9291
Falls of Schuylkill — Warden Drive & Midvale Ave....685-2093
Greater Olney — 5th Street & Tabor Rd. 685-2846
Logan — Wagner Ave. & Old York Rd. 329-8606
Lovett — 6945 Germantown Ave.....685-2095
Northwest Regional — Chelten Ave. & Greene St 685-2150
Oak Lane** — 12th Street & Oak Lane.....685-2848
Roxborough — 6245 Ridge Ave. 685-2550
Wadsworth** — Wadsworth & Michener Aves.....685-9294
West Oak Lane — 74th Ave. & Washington Lane 685-2843

SOUTH PHILADELPHIA

Greenwich — 711 Snyder Ave. 685-1896
Passyunk — 20th & Shunk Streets 685-1755
Queen Memorial — 1315 Point Breeze Ave. 685-1899
Ritner Children's — 2407 S. Broad Street. 685-1758
South Philadelphia — Broad & Morris Streets 685-1866
Southwark — 7th & Carpenter Streets 592-6192
Whitman — 2nd St. & Snyder Ave. 685-1754

WEST PHILADELPHIA

Blanche A. Nixon — 59th St. & Baltimore Ave 476-0760
Eastwick — 2851 Island Ave.....492-4085
George Institute — 52nd St. below Lancaster Ave.....685-0177
Haddington — 65th St. & Girard Ave. 747-0156
Haverford — 56th St. & Haverford Ave.....823-7435
Kingsessing — 51st St. below Chester Ave. 685-2690
Mantua — 34th St. & Haverford Ave.....823-7436
Overbrook Park — 7422 Haverford Ave.....686-0182
Paschalville — 70th St. & Woodland Ave.....685-2662
Walnut Street West — 40th & Walnut Streets 823-7671
West Philadelphia Regional — 52nd & Sansom Sts 823-7424
Wynnefield — 54th St. & Overbrook Ave.....685-0298

**temporarily closed for repairs as of September 1990

RDP PUBLICATIONS ORDER FORM

Please make photocopies of this form for your use!

Please send the following Reader Development Program materials:

Copies

_____ ABE Curriculum Guide, 1986 — $4.00

_____ ESL Curriculum Guide, 1988 — $4.00

_____ ESL Bibliography, 1989 — $4.00

_____ Subscription to PIVOT, a newsletter

All above publications are free to persons living or working in Philadelphia

Send publications to:

Name and Title: _____

Organization: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Note: Residents of Philadelphia ordering any of the materials listed above (except PIVOT) may pick them up at most branches of The Free Library of Philadelphia; see pages 34-35 for a list of branches. For delivery purposes, please indicate on the line below the branch name.

Thank you for your interest and assistance!

Please send this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

RDP RECOMMENDATION FORM

Please make photocopies of this form for your use!
Please use a separate form for each recommended title.

Title of Material: _____

Topic Area: ____ESL ____ABE ____GED

Author: _____

Publisher/distributor: _____

Copyright date: _____

Estimated reading level: _____

Your Comments: _____

_____

_____

_____

Recommended by:

Name: _____

Organization: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Note: If the suggested material is written for adults on an eighth grade level or below, it will be reviewed by the Reader Development Program Book Review Committee and considered for possible addition to the RDP Collection.

Thank you for your interest and assistance!

Return this form to:

Reader Development Program
Office of Work with Adults/Young Adults
The Free Library of Philadelphia
Logan Square — 19th & Vine Streets
Philadelphia, PA 19103

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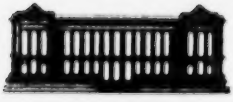

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